

Langston Charter Middle School

288 Rocky Creek Rd
Greenville, South Carolina 29615

Grades 6-8 Middle School

Enrollment 110 Students

Principal Gregory Abel 864-286-9700

Superintendent Dr. Phinnize J. Fisher 864-355-8860

Board Chair Charles J. Saylor 864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

2

3

0

0

0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	N/A	N/A	N/A
2006	Good	Below Average	Yes

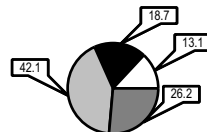
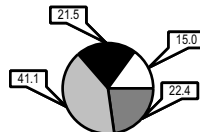
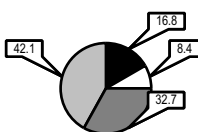
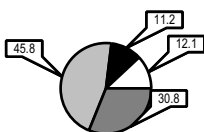
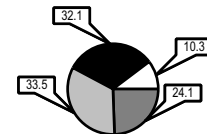
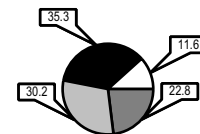
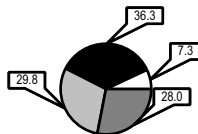
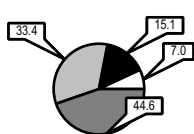
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

72.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	99.7
English 1	N/A	98.0
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
All Subjects	N/A	99.1

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	107	100.0	12.1	45.8	30.8	11.2	56.1	Yes	Yes
Gender									
Male	52	100.0	21.2	57.7	17.3	3.8	34.6	N/A	N/A
Female	55	100.0	3.6	34.5	43.6	18.2	76.4	N/A	N/A
Racial/Ethnic Group									
White	95	100.0	13.7	45.3	29.5	11.6	54.7	Yes	Yes
African American	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	107	100.0	12.1	45.8	30.8	11.2	56.1	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	107	100.0	12.1	45.8	30.8	11.2	56.1	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	107	100.0	12.1	45.8	30.8	11.2	56.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	107	100.0	12.1	45.8	30.8	11.2	56.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	107	100.0	8.4	42.1	32.7	16.8	62.6	Yes	Yes
Gender									
Male	52	100.0	11.5	44.2	26.9	17.3	59.6	N/A	N/A
Female	55	100.0	5.5	40.0	38.2	16.4	65.5	N/A	N/A
Racial/Ethnic Group									
White	95	100.0	8.4	40.0	34.7	16.8	66.3	Yes	Yes
African American	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	107	100.0	8.4	42.1	32.7	16.8	62.6	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	107	100.0	8.4	42.1	32.7	16.8	62.6	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	107	100.0	8.4	42.1	32.7	16.8	62.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	107	100.0	8.4	42.1	32.7	16.8	62.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	107	100.0	15.0	41.1	22.4	21.5	43.9
Gender							
Male	52	100.0	21.2	40.4	23.1	15.4	38.5
Female	55	100.0	9.1	41.8	21.8	27.3	49.1
Racial/Ethnic Group							
White	95	100.0	13.7	41.1	22.1	23.2	45.3
African American	7	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	107	100.0	15.0	41.1	22.4	21.5	43.9
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	107	100.0	15.0	41.1	22.4	21.5	43.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	107	100.0	15.0	41.1	22.4	21.5	43.9
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	107	100.0	15.0	41.1	22.4	21.5	43.9

Social Studies							
All Students	107	100.0	13.1	42.1	26.2	18.7	44.9
Gender							
Male	52	100.0	13.5	50.0	21.2	15.4	36.5
Female	55	100.0	12.7	34.5	30.9	21.8	52.7
Racial/Ethnic Group							
White	95	100.0	11.6	43.2	24.2	21.1	45.3
African American	7	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	107	100.0	13.1	42.1	26.2	18.7	44.9
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	107	100.0	13.1	42.1	26.2	18.7	44.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	107	100.0	13.1	42.1	26.2	18.7	44.9
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	107	100.0	13.1	42.1	26.2	18.7	44.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	40	100.0	7.5	40.0	40.0	12.5	52.5
	7	36	100.0	16.7	41.7	27.8	13.9	41.7
2006	8	31	100.0	12.9	58.1	22.6	6.5	29.0
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	40	100.0	0.0	37.5	37.5	25.0	62.5
	7	36	100.0	5.6	36.1	44.4	13.9	58.3
2006	8	31	100.0	22.6	54.8	12.9	9.7	22.6
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	40	100.0	12.5	40.0	27.5	20.0	47.5
	7	36	100.0	19.4	30.6	25.0	25.0	50.0
2006	8	31	100.0	12.9	54.8	12.9	19.4	32.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	40	100.0	10.0	50.0	25.0	15.0	40.0
	7	36	100.0	22.2	25.0	25.0	27.8	52.8
2006	8	31	100.0	6.5	51.6	29.0	12.9	41.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 110)				
Students enrolled in high school credit courses (grades 7 & 8)	61.4%	N/R	50.2%	16.7%
Retention rate	0.9%	N/A	0.9%	2.5%
Attendance rate	96.7%	N/A	97.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	N/A	0.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	N/A	0.0%	1.0%
Eligible for gifted and talented	25.7%	N/A	43.3%	15.6%
On academic plans	0.0%	N/AV	4.9%	39.9%
On academic probation	0.0%	N/AV	0.0%	0.7%
With disabilities other than speech	0.0%	N/A	1.8%	12.4%
Older than usual for grade	0.9%	N/A	0.5%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.5%	0.9%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n= 6)				
Teachers with advanced degrees	N/A	N/A	59.6%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.8%	9.1%
Teachers with emergency or provisional certificates	N/A	N/A	2.6%	5.6%
Teachers returning from previous year	N/A	N/A	89.4%	84.6%
Teacher attendance rate	98.2%	N/R	94.0%	94.8%
Average teacher salary	N/A	I/S	\$45,908	\$42,267
Prof. development days/teacher	11.0 days	N/R	11.1 days	11.9 days
School				
Principal's years at school	1.0	N/R	2.0	3.0
Student-teacher ratio in core subjects	27.5 to 1	N/R	23.7 to 1	21.1 to 1
Prime instructional time	94.3%	N/R	90.0%	89.0%
Dollars spent per pupil*	N/A	N/A	\$6,079	\$6,243
Percent of expenditures for teacher salaries*	N/A	N/A	59.6%	59.8%
Percent of expenditures for instruction*	N/A		68.0%	65.2%
Opportunities in the arts	Poor	N/R	Excellent	Good
Parents attending conferences	99.0%	N/R	99.0%	97.4%
SACS accreditation	No	N/R	Yes	Yes
Character development	Good	N/R	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Langston Charter Middle School is to enrich and empower sixth, seventh, and eighth graders with personal responsibility and compassion for their community through single gender classes and innovative teacher, parent, and community collaborative learning. Langston Charter Middle School expects parental involvement in their children's academic, emotional, and social development.

The school is named after a courageous young girl, Laodicea "Dicey" Langston, who, during the Revolutionary War, risked her life on several occasions in our country's fight for freedom. Her selfless acts and willingness to be involved exemplify the character traits that must exist in people if their community is to be a place of quality. Building on the legacy of people like Dicey Langston, our school provides academic excellence for students while instilling the values of personal responsibility and accountability.

Langston Charter Middle School opened on August 22, 2005. The first year was successful on many levels. Our 110 students contributed over 4000 hours of service to various community organizations and activities. They sharpened leadership skills and won awards at the Youth in Government Conference in Columbia. Five groups won national honors in the C-Span StudentCam contest and were recognized by the South Carolina House of Representatives for their accomplishments.

Parent and community support has been incredible. Well over 2100 volunteer hours were logged at the school. Unrecorded hours involved in chaperoning students, supervising service projects, etc. make the total even more impressive. Local leaders taught Junior Achievement lessons and met with every class to discuss career and volunteer opportunities. Parents continue to model leadership qualities for all students as they serve on our Board and develop our parent organization -the Langston TEAM.

Our teachers have attended conferences and studied single-gender educational issues. They have presented at state-level conferences. Our entire faculty and staff will attend training this summer to learn the Baldrige Strategies for Continuous School Improvement. School-level professional development will extend that training for at least two years. Additional in-service training will focus on using MAP testing data to improve student performance.

We strive to challenge all students at the highest possible academic level. Forty-three students earned high school credit for Algebra I Honors and/or Spanish I. Of the 25 students enrolled in Algebra I Honors, 100% passed the state end-of-course exam. Six of those students scored 100 on the exam and 18 scored an A. Additional high school credit courses will be added as we begin our second year.

Our vision is that Langston will be a state and national model for excellence in academics, compassionate community service, and responsible leadership. These characteristics will be the hallmarks of the alumni as they pursue future endeavors and lifelong learning.

Gregory Abel, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	6	31	26
Percent satisfied with learning environment	100.0%	64.5%	100.0%
Percent satisfied with social and physical environment	100.0%	80.6%	92.3%
Percent satisfied with school-home relations	100.0%	93.3%	100.0%

*Only students at the highest middle school grade level at this school and their parents were included.